Race to the Top - District

Technical Review Form

Application #0485IN-1 for Metropolitan School District of Warren Township

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10

(A)(1) Reviewer Comments:

The applicant has put forth a comprehensive and coherent reform vision that is built on three projects: personalized learning, alternative pathways to graduation, and Positive Behavioral Interventions and Supports system (PBIS.) A logic model describes short-term outcomes, intermediate outcomes, and long term goals for each of these projects, and the long term goals link directly to the four core assurance areas. Goals are clearly described and scaled throughout the life of the grant: for example, personalized learning starts with extended-day access to technology and instruction; then goal setting and monitoring progress is embedded into practice. Similarly, professional development activities are mapped out: short term, English and math teachers receive training in using curriculum maps and formative assessment; later, science and social studies teachers. Intermediate outcomes for each aspect of the three projects also links directly to a set of performance measures and goals.

A theory of change outlines how each project stems from expectations for learning, results in instructional practices, resources, and student supports; then is monitored continuously. For example, for Project 3: PBIS, short-term goals include PBIS trainings in 17 schools and a Parent University workshop series piloted in two schools, and one expected outcome is a decrease in behavior referrals to the principal's office. Intermediate outcomes expand the Parent University to 12 schools, training for culturally-responsive instruction in 17 schools, and decreases in suspensions and expulsions. This scales up the efforts in a manner that is credible and appropriate.

The application addresses all aspects of this criterion: the vision is clear and credible, as it is supported by concrete details of how and when various aspects will be implemented. The application also makes a compelling case, as the district is building on a proven track record, the "8-Step Process" improvement model. The application recognizes the need for further innovation and improvement, and considers lessons learned from previous improvement efforts and incorporates the newer priorities that have the potential to accelerate improvement further. This section scores in the high range.

	Available	Score
(A)(2) Applicant's approach to implementation (10 points)	10	9

(A)(2) Reviewer Comments:

The applicant indicates that all schools and students, with the exception of early childhood programs, will participate in its Race to the Top efforts. The alternative paths to graduation project will serve students in grades 7-12, but the personalized learning and PBIS projects will serve all students. All the data indicates that the participating schools meet the eligibility requirements, the poverty levels ranging from 61 to 79%. All schools are listed and all data, including evidence that all schools meet the eligibility requirements, a list of participating schools, and the total numbers of participating students, is adequately provided in a clear way. There is little narrative to accompany this section, and there is not a great detail of data or elaboration on how elementary schools fit into the district's efforts. However, overall, the data make the case well, and the district's context of providing districtwide reform indicates that the approach to implementation will support both solid efforts at the LEA and school level. This section scores in the high range.

	Available	Score
(A)(3) LEA-wide reform & change (10 points)	10	9

(A)(3) Reviewer Comments:

There is no narrative or data provided specifically for section A (3). However, the LEA-wide reform and scale up are very adequately described in section A and throughout the application.

The applicant makes the case for how the reform proposal will be scaled up and translated into meaningful, district wide change by:

- including all schools in the proposed grant activities; and

- clearly linking all activities in the grant back to the goal of improving student outcomes.
  - In the Competitive Preference priority, for example, the applicant describes how despite its past improvements, it still has high numbers of students who have emotional disorders, and how it intends to address the needs of those students through response to intervention based positive behavior supports and teacher capacity development, which will in turn help students remain engaged in school and improve their success rate.

The logic model provides short term, intermediate, and long term outcomes and goals for each aspect of the three projects, which addresses most aspects of a high quality plan, and Section C also describes detailed deliverables, outcomes, and activities to support those efforts. Timelines in section C also provide dates, deliverables, responsible parties, and descriptions of in which grant year the activities will take place.

In section A, the theory of change lists expectations, instructional practices, resources, support, and how progress will be monitored.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	9

(A)(4) Reviewer Comments:

This applicant provides clear goals that are ambitious yet achievable. It is clear that the district's 8-step model (described in B(1)) for improvement has made a significant difference for the students of the district, and now RTTT-D provides an opportunity to step up the efforts. The included tables provide goals including end-of-course assessments, ISTEP (state assessment) results for grades 3-8, improvements/growth in ISTEP, end-of-course, and IREAD, and graduation rates and college enrollment rates. The goals listed are ambitious yet achievable, and a rationale for determining those goals is provided (utilizing Indiana's growth model, and basing growth on the median growth percentage. The district has laid out goals that increase student achievement by 20 to 30 percentage points (from 73% to 92% in English 10, from 48% to 74% in Algebra 1, from 72% to 92% in ISTEP ELA 3-8). Achievement gaps are described that strive to close gaps between racial and ethnic groups in performance on state assessments, as well as reduce the gap in graduation and college enrollment rates for subgroups as defined in the notice. WT's methodology is described in terms of how the goals are calibrated to close achievement gaps. Graduation rates, which are already relatively high given the level of poverty in the district, are set to achieve at even higher levels. These goals are ambitious but the district's attention to data and track record make them achievable.

However, this section does not include all subgroups in its performance goals, as defined in the notice to applicants. In tables A (4) (a) and A (4) (b), the only subgroups listed are white, Hispanic, black and multiracial. The application makes the case that these groups are chosen because those are the most significant achievement gaps. However, in section B(5) Analysis of Needs and Gaps, the applicant indicates several areas where, for example, students with disabilities are the lowest performing or have the largest achievement gap. While some continuous improvement performance measures are listed for all subgroups (as defined) in section E, they are also required for section A.

However, the applicant does provide many details about how its proposed activities would meet the needs of all subgroups of students: specific interventions are described for special education students in section C; English language learners and students with disabilities are specifically mentioned in section A. Even more significantly, the applicant has a track record of improving outcomes for all subgroups, as described in section A. The capacity to continue to do so is evident, However, the goals of the Elementary and Secondary Education act and this grant program are clear that goals must be set for all subgroups of students, and so this section scores in the middle of the high range.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	15

(B)(1) Reviewer Comments:

The applicant describes the context for its previous improvements, including a detailed description of the 8-step process, specific school and district turnaround efforts such as the blended-calendar year, data walls, 3-week formative assessments, longer school days, data warehousing, and reconfiguration of K-8 buildings, among other things. The district improved percent passing ISTEP (the state assessment) in English language arts (ELA) in grades 3-8 by a total of 8.7 percentage points between 2009 and 2012, and by 10.9 percentage points in math, both of which were greater than the state averages for improvement. Graduation rates increased by 18.6 percentage points in four years, and went from being 5 percentage points lower than the state average for 4 percentage points higher than the state average. This section also goes above and beyond the selection criteria by describing increases in the number of students earning Career and Technical Education certifications

(28 students in 2008 up to 65 students in 2011); the number of dual enrollment credits earned (more than doubled in 2 years). Additionally, the college enrollment rate now is just one percentage point lower than the statewide average despite a district-wide poverty rate of 71 percent compared to less than 50 percent statewide.

The application also describes efforts to make data available to students, educators, and parents, including the use of data walls, weekly team planning periods for principals and teachers to meet and discuss data, and an extensive partnership with the local M.A. Rooney Foundation to establish a data warehouse and teach students to use their own data and set learning goals.

In doing so the applicant addresses all areas of the criterion with detail that supports its goals. This section scores in the high range.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5

(B)(2) Reviewer Comments:

To improve transparency, seven years ago the applicant invested in a paperless governance system. This system makes public all district and school board agendas and supporting documents through a digital tool called BoardDocs. Allowing the public to see literally everything the school board sees is a high level of transparency that is critical to the success of an effort of this nature. Keeping this information available online allows the public to be engaged in district governance, even if individuals are not able to attend school board meetings in person. Further, the district not only describes how school level expenditure data is made available, but provides that data in the application. This section scores in the high range.

(B)(3) State context for implementation (10 points)	10	10

(B)(3) Reviewer Comments:

The applicant describes how its efforts will align with Indiana's common core implementation with a timeline included. It also describes seat time waivers and other state efforts that support demonstration of proficiency. The application includes descriptions of some dual enrollment programs, which is supported by the fact that the state actually has a law requiring dual enrollment support at each school, and finally the application cites research awarding the Indiana teacher evaluation system the designation of best in the nation. There is a high level of evidence that the state context is in place to support the applicant's efforts, and this section scores in the high range.

(B)(4) Stakeholder engagement and support (10 points)	10	8

(B)(4) Reviewer Comments:

The applicant provides thorough, detailed descriptions of stakeholder engagement, including dates and frequency of meetings, partner collaboration, central-office walk-throughs of schools, and student group input. The application also describes changes or revisions made to the proposal as a result of stakeholder input, including that nearly all initiatives that were reliant on hiring personnel with grant monies were eliminated. However, there is one significant omission: teachers. The application states that the union president was invited to the first meeting but did not attend, then mentions a survey sent to all high school teachers, but does not provide any details of the survey results, or of any other specific teacher input. Further, the only evidence of teacher support is the signature of the union president; there is no letter of support or any other qualitative information to ascertain the level of teacher support. Because of this omission, and because of the importance of teacher support to the success of this proposal, this section scores in the low end of the high range.

(B)(5) Analysis of needs and gaps (5 points)	5	5

(B)(5) Reviewer Comments:

This section describes the district's needs assessment activities in detail including responsible parties, deliverables, and findings. The current status of the district in implementing personalized learning environments are described in several sections:

- analysis of the district's existing "8-Step Process for Continuous Improvement" to determine revisions
- analysis of student achievement across all schools and grade levels
- analysis of achievement gaps
- analysis of instructional technology resources available to schools, teachers, students and their families

Each section includes the responsible party for that needs analysis, preliminary findings, and RTTT-D deliverables. The preliminary findings include both qualitative and quantitative data and results, and deliverables list changes already made as

well as specific deliverables for the application.

This section scores in the high range.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	20

(C)(1) Reviewer Comments:

The applicant provides a detailed description of a high-quality plan for improving instruction that begins with a contrast of current efforts with proposed strategies. For example, the district currently has an instructional calendar that dictates much of the pacing of lessons and instruction. While such structure can be a useful strategy for ensuring all students meet standards, to meet the goals of RTT-D, districts must take this powerful idea a step further, and assure all students the opportunity to demonstrate mastery while learning at their own pace. This is an exciting and powerful strategy and it is admirable to see how the applicant has reflected on where it has been and remains open to new and innovative ideas. The district outlines strategy using data to help students understand the alignment of learning objectives to their goals and success, deeply integrate the Common Core, increase parent outreach, and personalize learning through success periods, student groupings, and frequent (every three weeks) formative assessments. The district describes in detail how access and exposure to diverse contexts and perspectives will be supported through career and technical educational options, dual enrollment, community partnerships, and the new Mediaplex facilities and the opportunities those facilities provide.

The application also describes strategies to provide a wide range of resources to personalize content around learning goals, including alternate pathways to graduation, virtual learning opportunities (with external Quality Matters peer review process), data dashboards to provide ongoing and regular feedback, and extended learning opportunities (complete with examples and details) and supports for students with special needs, such as Sound Field classroom support systems to support students who are hard of hearing or use of video by teachers to model behaviors for students with autism. And finally, a wide range of mechanisms are described that will support students in using these tools. This section receives the highest score.

| **(C)(2) Teaching and Leading (20 points)** | 20 | 20 |

(C)(2) Reviewer Comments:

The applicant puts forth a detailed plan for improving teaching and learning through the proposed grant activities. Because this application specifically states that strategies will not rely on hiring of additional or new personnel, the emphasis on improving teacher capacity to implement the instructional methods described were even more important. The applicant proposes a wide range of collaborative opportunities, including ongoing professional development for principals and central office staff, monthly meetings for all principals, weekly professional learning communities for all teachers, and training for academic coaches.These activities are described in detail and linked to the desired instructional outcomes including supporting personalized learning environments, adapting content and instruction, measuring student progress and using data, and improving educator and principal effectiveness through the state teacher evaluation system including an ongoing system of walk-throughs, reviews, and opportunities to collaborate and communicate.

Training teachers to truly change their instruction and use technology effectively is no small task, but the applicant outlines a clear, concrete, and detailed set of strategies for doing so. The strategies described effectively link all the components of the proposed activities – the devices, the instructional strategies, and the personalization and extended learning opportunities. Further training is described as part of the Competitive Preference Priority activities as well. The state's teacher evaluation system is linked into this strategy as well. This section scores in the high range.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	15

(D)(1) Reviewer Comments:

The applicant describes a wide range of practices and policies to support their RTTT efforts, including the roles of the central office and school leadership teams, principal autonomy over hiring, rigorous assessments, and resources for adapting

instruction. The application describes how students in Indiana now have more choices in their education, be it private schools, charter schools, or online learning institutions, and that this environment has encouraged the district to strive to be a place where parents choose to send their children to the public schools - and stay.

In the central office, the emphasis is on data use and opportunities for collaboration and sharing. Both principals and assistant superintendents are heavily involved in data analysis (this is the result of the implementation of the "8-Step Process") and have frequent opportunities to meet with colleagues to share practices. During the implementation of the grant, it is proposed, the central office role will also include a dedicated project manager and an external evaluator who will be able to work with the district to provide ongoing feedback.

The role of school leadership teams are also described in terms of flexibility and autonomy. This includes interviewing and hiring staff, developing job descriptions, creating school schedules, control over purchase orders, and budgets. Under the proposed grant activities, this autonomy would increase to include more flexibility with scheduling through district-supported extended learning opportunities, virtual learning opportunities, and realignment of staffing to increase flexibility.

Opportunities to progress based on demonstrated mastery include the use of virtual learning opportunities, credit recovery, and extended learning opportunities, with the goal of accelerating and expanding these opportunities under the proposed grant activities.

The applicant gives students multiple ways to demonstrate mastery. State policies allow students to take ISTEP (state assessments) multiple times per year if needed, and this policy will continue with new PARCC (assessment consortia) assessments. Virtual and extended learning opportunities also provide multiple ways to demonstrate mastery.

Adaptability and accessibility (particularly for English learners and students with disabilities) include Individual Language Plans supported by both pull out and inclusion instruction, bilingual support staff, and peer-to-peer facilitation. One example of how the district meets the needs of students with disabilities is the use of Sound Field support systems, which use microphones and speakers to ensure that all students, even those not with hearing challenges, can clearly hear the teacher. Other technologies and instructional strategies are described to meet the specific needs of other groups of students.

Responsible parties, goals, and deliverables are described for each aspect of the selection criterion. More detailed timelines are included in other sections of the application. This section scores in the high range.

(D)(2) LEA and school infrastructure (10 points)	10	10

(D)(2) Reviewer Comments:

The applicant describes some particularly innovative efforts that support personalized learning, including extended building hours, and Saturday hours. Details are provided about how the district will ensure student access to the necessary tools for success, including:

- access to tools as well as teacher support through extended building hours
- laptops and wireless cards that will be available for students to check out - this is especially important for students who do not have access to the internet at home
- teacher cohorts that will be trained in areas specifically described elsewhere in the grant application
- the current student information system (which is online and available to parents and teachers)
- the data warehouse efforts that provide students with training in using data to set their own learning goals.
- the district's library and media resource system
- the state's Learning Connection website
- learning management systems.

Technical support for students, parents, and educators includes:

- district-wide and school-based support from technology trainers
- a help desk
- evaluation of online courses

The interoperability of the district's system includes multiple information systems as well as the transportation system that integrate for data mining, analysis, exporting, and are available through web portals.

The district has given thought to the technical support needed including a help desk, a student information system, and student-led data meetings. Many of these systems and structures are already in place. For those that are not, such as extended building hours, deliverables, responsible parties, and specific timelines are described in other sections of the grant application. The district, through its previous data warehousing efforts, provides details of how all systems will meet interoperability standards. This section scores in the high range.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15

(E)(1) Reviewer Comments:

This application is built on reflection and revision of the applicant's successful 8-step process, described both in section A and in the needs analysis in section B (5). The 8-step plan itself utilizes many high-quality continuous improvement strategies, such as data analysis (data walls, data meetings) and monitoring (classroom walkthroughs, monthly data meetings, semi-annual process checks, reviews of evidence of progress, identification of challenges, and strategies for resolution of challenges.)

These strategies provide a foundation for continuous improvement. The district describes how these activities would be amplified through:

- use of data
- implementation of Common Core standards
- more formative assessments
- principal-led data meetings
- daily 30-minute "success periods" to provide opportunities for students to catch up as well as opportunities for enrichment
- an external evaluator that will assess both participant and student outcomes as well as assess quality and delivery of project activities. The evaluation will also include formative feedback so that mid-course corrections can be made.

The application specifies that the project manager will play a key role in oversight and monitoring. This manager will work with the district leadership and the external evaluator. A detailed timeline is included. This section scores in the high range.

	Available	Score
(E)(2) Ongoing communication and engagement (5 points)	5	3

(E)(2) Reviewer Comments:

The applicant describes how the continuous improvement process will include both stakeholder input and reporting to stakeholders, including interviews, focus groups, and web-based surveys. For internal stakeholders such as principals and central office instructional staff, monthly meetings for principals, semi-annual and annual reports for the school board, and monthly project updates are also described.

This section is very thorough in incorporating communication with district and school leadership. For teacher outreach, this section is limited to focus groups with participating teachers and web-based surveys of teachers. However, it does not indicate how often focus groups will be held, how often teachers will be surveyed, or what those outreach methods will include.

For parents and other community members, anything made available to the school board is public; parents will be surveyed, and reports will be available on the district web site. However, it is not clear how often parent input will be sought, how parents might be more involved in ongoing feedback loops, or what, if any outreach will be done through local media outlets, community meetings, community groups, local businesses, or other local partners.

This section scores in the middle range.

	Available	Score
(E)(3) Performance measures (5 points)	5	4

(E)(3) Reviewer Comments:

Not only does this section include the performance data described elsewhere in the application, but it also proposed looking at suspensions and expulsions as well as looking at the number of students obtaining credit from online courses with solid rationale, detail, and linkages to the rest of the application. The performance measures proposed by the applicant include:

For all students: number of students with effective teachers and principals and graduation rates. Additionally, the applicant proposes tracking of leading indicators, such as credit accumulation and credit recovery.

For K-3 students:

- IREAD-3 (state assessment for foundational reading) - grade 3
- suspensions and expulsions

For 4-8 students:

- proficiency on ISTEP+ (state assessment)
- end of course exam in Algebra I for 8th grade students
- suspensions and expulsions

For high school students:

- Number and percentage of students completing and submitting FAFSA (by racial/ethnic subgroup)
- end of course assessments for English 10
- unduplicated dual credit
- students taking online coursework
- suspensions and expulsions.

Each description of the performance measure includes a detailed rationale and the applicable grades. The goals set are ambitious and achievable. For example, the number of suspensions across the district is targeted to decrease by 40%. The number of students completing the FAFSA is targeted to increase by over 40% as well. Formative assessments and other leading indicators, such as credit accumulation, are also tracked to provide input for monitoring and opportunities for mid-course correction. However, it is not described in detail for each indicator how the indicators will be evaluated throughout the grant period or improved/adjusted if providing insufficient information about progress. Thus this section scores in the low end of the high range.

(E)(4) Evaluating effectiveness of investments (5 points)	5	5

(E)(4) Reviewer Comments:

The applicant provides information about plans to evaluate effectiveness of the funded activities. A detailed implementation plan describes scope of work for two key responsible parties: the project manager and the external evaluator.

The project manager will, under the proposed plan:

- work with the external evaluator to establish an evaluation plan (in partnership with district leadership)
- conduct weekly site visits and meetings
- provide project updates and reports

The external evaluator will:

- work with the project manager, upon completion of the evaluation plan, to develop timelines, tools, and protocols for evaluations
- provide project updates and reports
- provide implementation data for ongoing feedback for program improvement, such as identifying program components or activities that may have contributed to or hindered success
- provide summative data related to program impact and outcomes.

District leaders and school leaders will have abundant opportunities to plan, reflect, and share progress related to the implementation of the grant activities through process checks, data analysis, monthly meetings, and other reporting procedures. This section links well to the logic model, vision, and theory of change described elsewhere in the application and builds on the foundation established by the district's previous efforts such as the 8-Step Process model. This section scores in the high range.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10

(F)(1) Reviewer Comments:

The budget presented is detailed, specific, concrete, and meets all the criteria. One time v. ongoing is clearly identified, and earlier in the application the applicant indicated a strategy of front-loading resources early in the grant.

The budget identifies how Race to the Top funds will support the project. The application also describes how its partnership

with the local Rooney foundation supports the efforts of this grant through the funded data warehouse.

The budget is reasonable and sufficient. The proposal very purposefully front-loads some of the costs to accelerate progress as quickly as possible, as described elsewhere in the application. Also, as described in section C, the proposed budget focuses more on training, supporting teachers to create homegrown resources such as curriculum maps, and stipends to maximize the contribution of existing staff. The budget also has detailed plans for facilities improvement described in detail in section A and other parts of the grant, and these efforts are targeted for year one.

Detailed rationale for all activities is provided. Additionally, the budget tables provide more clarity and detail about the nature of some of the proposed activities, such as numbers and types of devices to be purchased, number of WiFi access points, in which years the devices will be purchased, and renovation plans. For all areas, the budget is specific about in which grant year the expenditure will take place as well as one-time versus ongoing operational costs. This section scores in the high range.

(F)(2) Sustainability of project goals (10 points)	10	9

(F)(2) Reviewer Comments:

The applicant has clearly embedded sustainability throughout the application and in particular through a lack of reliance on hiring new staff but instead investing in infrastructure, training, and quality assurance methods. Capacity building is the focus of the grant activities and this is supported by the budget and sustainability plan. This focus also helps maintain buy-in and feasibility of implementation. For example, curriculum maps and exemplar lessons are developed by a cohort of 80 teachers who are provided stipends for their work. Developing these materials in-house facilitates their use in the classrooms; it also develops the capacity of those 80 teachers.

The district's ongoing data partnership with the Rooney Foundation is expected to continue beyond the grant period.

The state department of education also has a role in sustainability. Indiana has provided technical assistance to support implementation of the Common Core. The department also has supported leadership cadres of educators statewide and provided resources and tools such as the Learning Connection, described both in this section and in other sections of the grant. Federally, support comes from Title I, IDEA, and funding for English-language learners. State funding can support remediation efforts beyond the life of the grant.

One activity of this grant proposal, the Sports and Media Production initiative, will actually generate revenue while providing students with extended learning opportunities.

The district also hopes to increase efficiency and productivity by increasing the number of students taking online courses. With fewer students in desks in classrooms, principals can re-adjust teacher assignments, using their staff more effectively while not requiring increases in staffing.

No budget is provided for activities after the term of the grant. However, the plan for sustainability has extremely specific details and plans for each project and each initiative, and provides goals for which activities would continue and which would not. Responsible parties for ensuring stability are not explicitly identified for each activity, and exact timelines for how activities would be carried out in the years following the grant are not available.

Overall, the sustainability plan is thorough and well linked to the logic model, theory of change, and scope of the grant activities. This section scores in the high range.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	10

Competitive Preference Priority Reviewer Comments:

The applicant makes a compelling argument about the need for its proposal for behavior interventions through RTI.

The data regarding suspensions and expulsions makes a compelling case, and the application also clearly links the goals for improving behavior to the need to improve academics. The application describes a partnership that would include volunteers, hospitals, mental health organizations, and postsecondary institutions. The Response to Intervention model is designed to provide a framework for behavioral interventions that will meet a set of clearly defined needs, such as high numbers of emotionally disturbed students, high expulsion and suspension rates, high numbers of students being referred to the principal's office for behavior problems, and high numbers of students in a self-contained special education setting.

This section identifies desired results, including:

1. reduction in expulsion and suspension rates
2. increase percentage of students passing IREAD-3
3. increase percentage of students passing ISTEP E/LA
4. increase percentage of students passing ISTEP Mathematics
5. Increase percentage of students passing end of course exams in English 10.

These desired results align directly with section E and the goals are ambitious yet achievable, including cutting suspension rates in half and bringing achievement rates in to the low to mid-90 percent range.

The application also includes a high-quality plan including goals, activities, deliverables, responsible parties, and rationale. For example, one effort would review the use of partner resources, such as volunteers, to target interventions to students with the greatest need. The project would also scale up to benefit the whole district, because it would create consistent district-wide procedures for interventions. Additionally, the Parent University component of the work would begin as a pilot effort with intent to scale to other schools. The plan also describes how both data and practices would be monitored to measure results.

The application describes a partnership that would integrate behavioral interventions into a Response to Intervention model into the school day and the school routines as well as provide professional development opportunities to teachers and learning opportunities for parents. The Parent University strategy is cohesive and well aligned with all the other strategies and the description has all the components of a high quality plan. Overall, the entire strategy helps unify the entire proposal: it is clear that the district has made tremendous progress, as described in section B, yet it has done so while still seeing high numbers of students with social and emotional challenges. To make further progress the district must address the social, emotional, and academic needs of these students. The bulk of the proposal describes interventions that will, if implemented correctly, increase student engagement, provide a more flexible learning environment that meets students' individual learning needs, and provide more opportunities for success. Meanwhile, the efforts described in the Competitive Preference will provide teachers with the tools to better meet the needs of those students, and address the challenges those students bring head-on. The descriptions are detailed, and a thorough needs assessment provides adequate context for this work. This section scores in the high range.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The applicant provides a clear, well-thought out set of strategies for building on its previous success and go beyond that success by personalizing learning and better supporting career-and-college ready standards. The application comprehensively describes plans to build on existing data warehouse efforts to accelerate student improvement and improve teaching through embedded professional development as well as building community resources for career and technical education efforts, extended learning opportunities, and efforts to better meet the social and emotional needs of children.

Total	210	201

Race to the Top - District

Technical Review Form

Application #0485IN-2 for Metropolitan School District of Warren

Township

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10

(A)(1) Reviewer Comments:

The Warren Township School District articulated a comprehensive and coherent reform vision that demonstrates sound initiatives that are strongly mapped out. This district proposed four projects and are summarized below:

Project 1: Personalized learning opportunities - this was broken down in to four categories and will be implemented across all grades with an action plan for each

Project 2: Alternative pathways to graduation - three categories with a 7th - 12th grade focus

Project 3: Behavior intervention through Response to Intervention Model all grades

As stated, the Warren Township School District provided a reform proposal with a clear vision that addressed the four core assurance areas without question. The logic model for each of the three projects detailed not only the initiatives but short, intermediate and long term goals for each project. There are several opportunities presented that reflect a very forward thinking district and presents a model that will be sustainable throughout the grant period and beyond. An example of this would be the implementation of the Sports & Media Production model, where students train for successful television & broadcasting careers. This provides an opportunity for students to learn through a variety of experiences that also involves a student led profitable business that is a potential fund generating source. and it meets a definite local need. A high score was given as a result of the comprehensive and coherent reform vision presented in this proposal.

	Available	Score
(A)(2) Applicant's approach to implementation (10 points)	10	9

(A)(2) Reviewer Comments:

The applicant provided a comprehensive list of participating schools. In addition, the data charts presented the specific data requirement detailed in section C and was comprehensive. Part A asked for a description of the process that the applicant used or will use to select schools to participate. Also provided was a substantial list of schools and activities presented by grade level. This proposal presented clear goals with an achievable timeline and with a strong plan for shared responsibility from the stakeholders. A more specific narrative in regards to the virtual learning opportunities would have afforded a more clear view of the vision. However, the information presented still warranted a high score.

	Available	Score
(A)(3) LEA-wide reform & change (10 points)	10	9

(A)(3) Reviewer Comments:

While the logic model provided a map of key initiatives and outcomes, the applicant presented a clear sense of where this district came from, how far they have come and how to the direction they are headed with the support of the RTTD grant. An achievable plan was presented that clearly indicated how the district would increase the level of learning opportunities for the district students and in turn translate into meaningful reform. However, while extensive narrative was provided for the middle and high school initiatives there was no specific narrative that explicated initiatives in the elementary grades. Warren Township has provided the evidence to earn a high score.

	Available	Score
(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	10

(A)(4) Reviewer Comments:

The methodology for determining achievement gap for Warren Township was through the state assessment results. The data presented reflected that white students were out-performing other subgroups with the most significant gap occurring between

the black and Hispanic groups. The annual goals presented are ambitious and achievable both in the overall context of the student body as well as by student subgroup. One gray was that the subgroups were presented differently in each area. For example: when looking at graduation rates the students were categorized very narrowly, whereas in the area of decreasing gaps and college enrollment rates were broadly categorized. It is noted that the district has overall high graduation rates and still wants to ramp up and achieve more.

The projected gains for achievement, graduation and college enrollment are both achievable and ambitious. The proposal clearly delineated their expected gains by subgroups. This district is clearly driven by continuous improvement.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	15

(B)(1) Reviewer Comments:

Warren Township has demonstrated a clear record of success in the past four years in advancing student learning and achievement and equity. A good example of this would be adopting a blended year calendar to reduce the amount of regression experienced particularly in the lower achieving subgroups. Another strong indicator of success is the implementation of the researched based 8-step Process for Continued School Improvement that this district undertook. This implementation has helped elevate the pass rate on the State Assessments from forty percent to scores ranging from 58-90 percent in the K-8 schools. For a district that describes a seventy-one percent poverty rate these documented graduation rates and achievement gains are phenomenal. It is also noteworthy that this district was able to sustain and achieve gains in all areas (with a small dip in Algebra scores that was recovered) while dealing with two school closures and a massive school reconfiguration. Additionally, this proposal shows efforts to make data available to parents, students and teachers through student information systems, the data warehouse, data walls, etc.

Warren Township has met the criteria for this section and has received a high score.

	Available	Score
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5

(B)(2) Reviewer Comments:

Warren Township has shown a high level of transparency through the following:

1. A paperless governance software program called BoardDocs.
2. Makes public actual school level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration
3. Monthly financial reporting

A chart detailing expenditures listed in the criteria above was evident and complete as well. Warren Township has demonstrated increased transparency in LEA processes, practices, and investments, therefore has resulted in a high score.

	Available	Score
(B)(3) State context for implementation (10 points)	10	10

(B)(3) Reviewer Comments:

As presented in the narrative the district has acknowledged that state legal, statutory and regulatory requirements provide their district with successful conditions and sufficient district autonomy to enable full implementation of the personalized learning environments described in their proposal.

These include:

1. rigorous academic standards
2. adoption and implementation of the Indiana Common Core Standards
3. State assessment aligned to rigorous standards
4. Professional development
5. Educator Leader Cadres
6. Virtual Learning (online) and extended learning opportunities
7. waiver of seat time requirement for receiving high school credit
8. Instructional decisions left at local level

9. Dual credit teacher certification scholarships

The conditions listed above shows a commitment on the state and local level to allow for the personalized learning model to be implemented. in addition, the state has set the stage for the successful implementation of PLE's, career readiness strategies, and has approved a waiver allowing for multiple pathways for demonstrating mastery other than seat-time. Another indicator is that Warren Township is one of six Indiana schools chosen as a model for Indiana's highly effective teacher evaluation model all of the above demonstrates successful autonomy to implement their reform vision. As a result of the demonstrated evidence, a high score was awarded.

(B)(4) Stakeholder engagement and support (10 points)	10	8

(B)(4) Reviewer Comments:

Warren Township presented good evidence of stakeholder support. There were sufficient letters of support included in the application package. However there were no letters depicting teacher support. Multiple meetings with various external stakeholders were detailed as were site visits. Internal discussions between and with the district principals was discussed as was dialog with a diverse cross-section of students for input. Important to note is that while the High School teachers completed a survey of some sort there was no direct narrative evidence that teacher support/buy-in was a part of the process, which is critical to the successful implementation of any initiative.

Through the process of stakeholder engagement a significant sustainability issue was identified and the decision to eliminate nearly all initiatives that were reliant upon hiring personel was made. Warren Township decided to rather focus on high-need, high cost initiatives that they would not otherwise be able to readily afford that would be self-sustaining. In effect, frontloading to concentrate cost/benefits in the early years of the grant. It was interesting to note that this district chose to include in their narrative initiatives that were considered but ultimately discarded for a variety of reasons. This demonstrated a thoughtful stakeholder engagement process.

Although there was no direct evidence of teacher buy-in, there was other critical stakeholder engagement evidenced, therefore a low-high score is in place for this section of the proposal.

(B)(5) Analysis of needs and gaps (5 points)	5	5

(B)(5) Reviewer Comments:

Warren Township has provided a chart and clear, supportive details that summarizes their current status for implementing personalized learning opportunities for students. This chart also identifies priority needs and gaps, and details Response to Intervention funded deliverables to support the needs and gaps. Key goals and a rationale was also delineated for the implementation. The presentation was such that it was clear to the reader what the needs assessment areas are, who within the district was responsible and what sources of information were expected as well as what was done in response to the information. The outlined deliverables that would made possible through RTTD funding was another piece that supported the proposal.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	20

(C)(1) Reviewer Comments:

Warren Township has proposed many strategies to engage and empower students. It is evident through the narrative that students at the middle and high school levels will be involved in deep learning experiences in areas of academic interest. It is also evident that the proposal provides avenues for the student to master academic content and develop critical skill sets. The district has set the stage for the above mentioned engagement through their Mediaplex initiative which involves a variety of technology rich engaged learning experiences. i.e. digital newsroom, wireless lounge, Si-Com labs, collaborative learning studios, digital viewing room, and creative thought gallery. and a whole host of other technology initiatives. Noted was parental activity surrounding the Super Saturday events that would encourage the parents of students that are struggling to attend with their child. Also noted efforts to educate parents about the Common Core Standards.

This proposal demonstrated a highly developed plan particularly at the secondary level that allows for a variety of high quality instructional approaches that align with college and career ready standards. Part of the proposal was for a large addition of technology for the K-8 students.

To achieve the expectation of on-going student data analysis and personalized learning recommendations Warren Township has presented several avenues for success. Embedded into the PreK-12 instructional schedule is a 30 minute *Success Period,* where students are grouped and re-group based on the most current formative assessment to support individual needs. Also mentioned was their Data Warehouse partnership with the Rooney Foundation. While the foundation serves as a repository of data, they also provide professional development to help teachers teach students how to use their own data and set their own goals. Finally, a computer- supported system will be developed to employ a dashboard approach to track individual student progress.

(C)(2) Teaching and Leading (20 points)	**20**	**20**

(C)(2) Reviewer Comments:

Warren Township has developed several avenues for teaching and leadership training. For example:

1. Superintendent's Leadership Institute Series which focuses on insuring an appropriate understanding of the Common Core Standards.
2. PreK-12 Principal Meetings which are monthly collaborative leadership team meetings.
3. PreK-6 Principals' Breakfast Club is a bi-monthly meeting to discuss and share effective strategies and practices.
4. K-8 Academic Coach Trainings
5. Professional Learning Communities

To support and facilitate the infusion of technology Warren Township has put in to place the following:

1. Cohort Trainings that support teachers effective integration and use of technology
2. Professional development to support the delivery of virtual learning
3. Professional development to implement the Sports and Media Production Training initiative
4. Training in the SIOP based instructional approach for ELL learners and Individual language plans

Additionally, this district will provide for school improvement teams and monthly principal led data meetings to convene by grade level and content area teacher teams to discuss best practices as well as patterns of performance which demonstrates a strong sense of teacher support. Finally, Warren Township has adopted the Indiana's Teacher Evaluation System which will empower the district to take steps to improve individual and collective education effectiveness. A high level of teacher support and effective, quality professional development to be offered will result in elevated teacher effectiveness. This district shows a value for collaborative forward thinking that is essential to implement a reform vision of this magnitude. Warren Townsend has met each of the criteria for this section and has resulted in a high score.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	**15**	**15**

(D)(1) Reviewer Comments:

Warren Township has demonstrated through their narrative a sound infrastructure to support personalized learning. It is evidenced that constant progress monitoring takes place at the assistant superintendent level and down. In addition, a variety of collaborative meetings take place throughout the district and various levels.

School leadership teams are afforded the flexibility to interview and hire their own staff, create school schedules, identify curriculum needs, budget and budgetary decisions, etc.

English Language Learners are provided with a Individual language plan based on Language Acquisition Placement tests. Students are supported in the classroom and pull out instruction is provided as needed. A plan was evidenced for students with disabilities as well.

Warren Township has also demonstrated that they have a plan in place so that students can obtain credit through

demonstrated mastery rather than classroom seat time. In Additionally, they are vested in providing the opportunity for students to demonstrate mastery of standards at multiple times and in multiple ways. They will offer Virtual Learning opportunities, credit recovery and extended learning opportunities.

As discussed above, Warren Township has demonstrated a plan to support the district students in all subgroups and provide resources for successful implementation of the propsoal. The applicant has shown evidence of a quality infrastructure to support their proposal and has received a high score.

(D)(2) LEA and school infrastructure (10 points)	10	10

(D)(2) Reviewer Comments:

The applicant has demonstrated that they have a plan to provide all stakeholders access to necessary content, tools and learning resources both in and out of school. A plan is in place for high school students and their families to have access through extended hours but at four central sites. To provide access to all students laptops as well as a 4G card are available to students and families to help bridge the digital divide.

Warren Township has provided for online access to student information to parents/guardians. Additional information and assistance can be accessed through the parent portal. Students and parents have the capability to download and maintain their own student records. This proposal also provides great tech support. The data warehouse will be helpful in storing and making data available. All district systems meet the interoperable data system requirement

This applicant has demonstrated a plan that provides invaluable resources to all students and their families that some would otherwise not have access including the support to make use of the resources. This proposal has provided a clear vision of a strong infrastructure to support their initiatives and has received a high score.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15

(E)(1) Reviewer Comments:

Warren Township utilizes the 8-Step Process For Continuous Improvement. This process delineates:

1. the use of data to identify strengths and weaknesses
2. curriculum mapping to pace instruction
3. establish the focus of differentiated instructional practices
4. conducting formative assessments aligned to Common Core then principal led data meetings with teacher teams
5. Implementation of 30 minute "Success Periods", where re-teaching, goal setting and goal adjusting occurs
6. Enrichment activities during :"Success Period"
7. Maintenance strategies for retention of material
8. Continual progress monitoring from central office staff

Additionally, an external evaluator will be employed to offer on-going feedback for program improvement. A national evaluator will be used as well. This demonstrates a willingness to monitor and adjust througout the grant period and beyond to ensure maximum effectiveness.

Specifically the district's evaluation plan has two main goals: to assess measurable participant and student outcomes and to assess the quality and delivery of project activities and provide on-going feedback for program improvement. Warren Township has provided a quality plan for continuous improvement. They have demonstrated a clear plan of continuous progress monitoring for all aspects of this initiative to ensure an appropriate implementation therefore has resulted in a high score.

(E)(2) Ongoing communication and engagement (5 points)	5	5

(E)(2) Reviewer Comments:

Warren Township has met the criteria for ongoing communication and engagement with internal and external stakeholders. The narrative outlined a plan to offer:

1. regular monthly project updates
2. regularly scheduled conference calls and in person meetings

3. unscheduled meetings and conversations as needed

In addition to the above-mentioned strategies this applicant will employ a project manager that will provide oversight and monitoring of the proposed grant activities. The communication plan described will allow internal and external stakeholders to be engaged in the process through ongoing communication regarding the proposal and as a result has received a high score.

(E)(3) Performance measures (5 points)	5	5

(E)(3) Reviewer Comments:

Warren Township has presented ambitious yet achievable performance measures and presented them as a district overall and by subgroup. Each has annual targets for ten performance measures listed below:

1. Graduation Rates (all applicants)
2. IREAD-3 Assessment (PreK-3)
3. Suspensions and expulsions (PreK-3)
4. ISTEP Assessments (grades 4-8)
5. Grade 8 Algebra (take and pass)
6. Suspensions and expulsions (grade 4-8)
7. English 10 End of Course Assessment
8. Dual credit opportunities
9. Online coursework opportunities
10. Suspensions and expulsions (9-12)

A rationale for each was presented as well. The applicant was able to demonstrate how each measure would provide formative information to continuously improve on the plan. In addition, this district will provide another layer of transparency in that they will utilize an external national evaluator to provide unbiased feedback for improvement. It is important to note that the 8-step Process for Continuous improvement will also be used as a building block and demonstrates this districts commitment to continuously improve quality of performance.

(E)(4) Evaluating effectiveness of investments (5 points)	5	5

(E)(4) Reviewer Comments:

Throughout the applicant proposal the evaluator has evidenced plans for evaluation for effectiveness in all areas of this initiative including professional development, IT, and work time productivity. This district has an 8-step plan for Continuous Improvement in place currently and can use this as a building block. Clearly the use of a an external evaluator will be key to maintaining the integrity of the proposal.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10

(F)(1) Reviewer Comments:

Warren Township has provided a description of all of the funds that will be use to support the implementation of the proposal. It was clear through the narrative and subsequent budget analysis that this district opted to exclude an initiatives that were reliant upon the hiring of additional personnel rather their focus was on spearheading high need, high cost sustainable initiatives that they could not otherwise readily afford. By not implementing a plan that required no additional staff and by frontloading expenses this district has evidenced a plan that will be sustainable beyond the grant period. The charts provided indicated which funds were one time investments and those that were for ongoing operational costs.

Warren Township demonstrates a clear plan that is reasonable and sufficient to support the development and implementation of the proposal and as a result a high received a high score.

(F)(2) Sustainability of project goals (10 points)	10	9

(F)(2) Reviewer Comments:

Warren Township has indicated that they only chose high-need, high-cost initiatives that they could not have readily afforded on their own but that were sustainable beyond the grant period. These projects are:

- Project 1 - Personalized Learning Opportunities for grades PreK-12
- Project 2 - Alternative Pathways to Graduation for grades 7-12
- Project 3 - Behavioral Interventions through the RtI model for K-12

They chose also to front load the budget so that they concentrated costs/benefits in the early years of the grant. They also provided a sustainability plan for operational costs beyond the grand funding period. Through both narrative and budget charts Warren Township has demonstrated a well thought out and quality plan for sustainability. Their partnership with the Rooney Foundation for data storage and the potential of the sports broadcasting initiative to become income generating are both examples of sustainability of investment beyond the grant period. A more detailed narrative surrounding the sustainability of the plan implementation would have been helpful. However, based on the quality of the information provided, this section has received a high score.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	10

Competitive Preference Priority Reviewer Comments:

As a part of this grant proposal and specifically to satisfy the requirements of the Competitive Preference Priority, this applicant has chosen to implement the RtI (Response to intervention) model to provide high quality instruction and interventions matched to student need. To complement this model the applicant has proposed to establish sustainable coherent external partnerships that will improve the socio-emotional health of their students and effectively reduce the high number of out of school suspensions with the following:

- Community Health Network/Community Hospital - will provide access to health, dental and mental health care
- Gallahue School based mental health counseling service - will provide cost effective school based mental health services
- The Equity Project (center for evaluation and Education Policy) - the Equity Project will provide evidence based information specific to issues of school discipline, school violence, special education and equity of educational opportunity
- OASIS Volunteers - retired individuals who will share their time and talent with the schools

This applicant details a very structured, low cost, and results driven plan that meets all of the criteria detailed for the Competitive Preference Priority and has received a high score.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

Warren Township has met the Absolute Priority 1 by providing a blueprint of how it will build on previous success and will focus on the four core assurances to create a learning environment that is designed to significantly improve learning and teaching strategies by developing three distinct projects to meet the needs of their student population. The projects are:

1. Personalized learning opportunities for PreK-grade 12 and will address the following:

- performance tasks and assessments will be aligned with the Indiana Core Curriculum Standards
- instructional technology will be enhanced to support engaged learning
- Personalized student support will be available through extended day and and extended week
- Professional development will be provided to ensure highly effective teachers to support personalized learning in each classroom

2. Alternative Pathways to graduation (grades 7 - 12)

- virtual learning opportunities where students learn online at their own pace on their own time to achieve competency
- extended learning opportunities where students partner with area business to earning course credit based on demonstrated competencies
- Sports & Media Production Opportunities where students train for a career in television and broadcasting

3. Behavioral Interventions through RtI Model (K-12)

- Partnerships with Equity Project and Gallahue Mental Health Therapists to create positive behavioral interventions and support system
- Partners will offer professional development in every school to support teachers and principals in the effective implementation of the model
- Parent University - pilot program for K-6 a series of workshops used to unite as a school community to promote the positive social, academic and emotional growth of each student

Warren Township has clearly evidenced a holistic plan and is clearly vested in the success and growth of all students.

Total	210	205

Race to the Top - District

Technical Review Form

Application #0485IN-3 for Metropolitan School District of Warren Township

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10

(A)(1) Reviewer Comments:

Warren Township presents a comprehensive and coherent reform vision that embraces the four core educational insurance areas;

- Common Core Standards adoption that promotes college and career readiness.
- Routine and methodical progress monitoring will inform educational practice and provide timely interventions to meet student needs.
- A commitment is evident to provide the best teachers and school leaders and to promote their effectiveness through training, an extensive performance evaluation process, and collaborative meetings.
- A focus on continual improvement will result in improvement of all schools.

The vision presents a forward-thinking model, geared toward student-tailored options for acceleration or support as appropriate to meet student needs and enhance educational options, including dual-credit college and Advanced Placement options as well as career and technical education opportunities. Technology is also a key component of this vision as its effective and flexible use is seen as a means of providing "every student with equal access and experiences for learning, graduating, and readiness for post-secondary opportunities."

Due to the comprehensive, thorough development of this reform vision, the proposal scores at the top of the high range.

(A)(2) Applicant's approach to implementation (10 points)	10	10

(A)(2) Reviewer Comments:

Warren Township has a well-developed implementation plan that will span all schools and grade levels to promote system-wide improvement. Given the district-wide poverty rate of 71%, and individual school poverty rates ranging from 61% to 79%, the schools collectively and individually exceed eligibility requirements. Numbers of participating schools, students (including low-income and high-needs), and educators are clearly identified.

The implementation plan provides goals to be attained, project activities, and a timeline. The timeline includes responsible individual(s) for each listed component and expected deliverables. Responsibility for the success of the overall plan is clearly a shared responsibility of many stakeholders. The proposal shares a well-developed plan for system-wide team effort in ensuring the successful implementation of Warren Township's vision for improved learning.

This application meets all expectations for the approach to implementation and therefore scores at the top of the high range.

(A)(3) LEA-wide reform & change (10 points)	10	10

(A)(3) Reviewer Comments:

The reform called for in this proposal is district-wide, so translating reform beyond participating schools is not relevant. Plans are evident however for scaling up plans to expand opportunities to larger groups of students over time. This is particularly evident in the extended learning opportunities, visual learning opportunities, and sports & media production opportunities.

Warren Township has a well-developed theory of change that incorporates expectations for learning, instructional practices, resources & supports, continuous monitoring of progress, and overall goals. Embedded in this theory of change are approaches to three projects; personalized learning opportunities, alternative pathways to graduation, and behavioral interventions through RtI. Learning expectations are focused on Common Core Learning Standards and PARCC assessments.

Warren Township plans to first develop Extended Learning Opportunities (ELOs) at the high school level. In years 3 and 4, ELOs will be developed and implemented at the middle school level. ELOs will provide engaging, meaningful learning experiences for students that are connected to academic expectations and support soft-skill development. The Sports and Media Productions program will be initially developed for high school students. As the program develops, middle school students will be included in the program. The timeline provided by Warren Township indicates how implementation will be achieved over time, providing year-by-year focus on aspects of implementation to be addressed. The vision and planning of Warren Township reflect a desire to improve student achievement and college and career readiness through a system-wide reform process.

This plan for system-wide reform and change is well-developed, of high-quality, and holds great potential for producing meaningful reform. Therefore, this proposal rates high for LEA-wide reform and change.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	10

(A)(4) Reviewer Comments:

Proposal narrative and tables included in sections (A)(4) and (E)(3) of the Warren Township proposal provide goals for improved student outcomes that are broken down by performance measure and subgroup. Ambitious gains of 1-5% are expected on all assessments, across all grade levels and subgroups. High school graduation rates are similarly expected to increase at a rate of 0.5-2% across all subgroups. Similarly, college enrollment rates across all racial groups are expected to increase at a rate of 1-6% per year. All expectations are extended to the year following grant implementation. A high likelihood exists for improved student learning and performance and increased equity as a result of implementation of the proposal.

The district's current graduation and exam proficiency rates provide insight that indicates that the Warren Township schools are driven to achieve results. When one considers the 71% poverty rate that exists system-wide, paired with an unusually high level of emotionally disturbed students, the 90.10% graduation rate achieved by this district is very impressive. It is evident that the district may have sufficient drive and commitment from stakeholders to achieve the ambitious gains that might at first thought seem somewhat unrealistic. As a result, this application scores in the upper end of the high range for LEA-wide goals for improved student outcomes.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	**15**	**15**

(B)(1) Reviewer Comments:

Warren Township has demonstrated a remarkable history of success. With a 71% poverty rating, this district has managed to show such a high level of student growth through reform, that the Indiana State Department of Education used the 8 –Step Process for continuous improvement of the Warren Township schools as a model for persistently low-performing schools. Teams from 26 schools spent an entire day in Warren Township during a week-long training on the 8-Step Process. Nearly every participating school demonstrated improvement over a two-year implementation period.

Indiana began a new testing program in the spring of 2009. Initially, Warren Township is passing results were below state averages. While they continue to be beneath state averages. The annual gains in percentages of passing students have been exceeding the increases of the state as a whole, despite funding cuts, school closures, and district-wide reconfiguration.

With the exception of a slight decline in the percentage of students passing Algebra I, Warren Township students have consistently demonstrated growth. This growth is evident in end of course assessment results, graduation rate increases (as a whole and by subgroups), career and technical certifications earned, and credits earned through dual enrollment opportunities. Growth in student achievement in grades K-8 was particularly impressive, with schools that once had only 40% passing rates having doubled their passing rates on state exams. Many other examples are shared that illustrate a commitment to success and high-level of achievement of students resulting from a system-wide drive for improvement and unique programming opportunities.

Student performance data is evaluated regularly. Weekly team planning periods are scheduled for teachers to discuss data, collaboratively plan, and share best practices. Principals hold data meetings at 3 week intervals to analyze formative assessment results. "Success Periods" are incorporated into the school day to provide 30 minute blocks of time for small-group tutoring or enrichment. Data walls keep the school focused on student learning needs. Educators have access to a Data Warehouse at no cost to the district through the M.A. Rooney Foundation. The state also provides educators access to assessment data and electronic versions of student IEPs.

Progress reports are sent to parents monthly. The district's student information system provides parents grade portal access. Student-led data meetings are held with parents in grades K-12, directly engaging students in personalized planning for development of goals that direct students on paths to success.

Warren Township schools have clearly demonstrated a track record of success involving ambitious reforms. A habit of using data effectively as a tool to inform school practices has already been established. As a result, this application scores high in demonstrating a clear track record of success.

	Available	Score
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	**5**	**5**

(B)(2) Reviewer Comments:

Warren Township has a well-established history of transparency in its operations. Seven years ago, the process of paperless governance began with use of a program called BoardDocs, which makes all district actions through its school board public via the internet. Community members have access to agendas, board minutes, and supporting documents presented at meetings. Board votes also may be publicly viewed live and online. School level expenditures are made public. Fund summary reports are distributed monthly at board meetings and are also available online. Expenditure and revenue data are available to the public via a link to the Indiana School Data Website from Warren's district website. The application provides information regarding certified, classified, and substitute salaries as well as non-personnel expenditures at the building levels.

The information provided in the proposal indicates a high degree of transparency in LEA processes, practices, and investments, resulting in a high rating for increasing transparency in LEA processes, practices, and investments for Warren Township.

	Available	Score
(B)(3) State context for implementation (10 points)	**10**	**10**

(B)(3) Reviewer Comments:

The State of Indiana has set the stage for successful implementation of Indiana's Common Core Standards and related changes to support personalized learning environments. Commitment to student readiness for and success in college and careers is evident. The State has waved the traditional seat time requirement in favor of proficiency demonstration. Instructional decisions relating to curriculum development, implementation, and assessment are left to local districts. A very

open environment for dual credit coursework, has been established by the state, providing flexibility for online learning, dual enrollment courses, Advanced Placement courses, International Baccalaureate courses, and courses that lead to industry certifications in career and technical education. The State has further set the stage for evaluation processes focused on improving teacher and principal effectiveness.

As a result of optimal conditions at the district and state levels to support the development of personalized learning environments, the Warren Township proposal scores at the top of the high range for the state context for implementation.

(B)(4) Stakeholder engagement and support (10 points)	10	9

(B)(4) Reviewer Comments:

Throughout the development of Warren Township proposal ideas and grant writing, the involvement of a variety of stakeholders in meetings was evident. A thorough synopsis of the meetings and stakeholder involvement is provided in the application. Central office leadership reached out to all stakeholders and community partners as the district brainstormed, attempting to develop high-quality, sustainable ideas. To ensure diverse student input, meetings were held with a variety of diverse student groups, including National Honor Society representatives, athletes, special needs students, Student Council representatives, performing arts students, and students who had been suspended. Several examples are provided to illustrate how stakeholder input influenced the decision making process, resulting in revisions. Initial ideas were reliant upon hiring personnel. As stakeholders discussed the project, the focus changed to a focus on high-need, high-cost initiatives that would be self-sustaining. A provision for after school tutoring was revised to create a significant extended day opportunity for student support, including school hours on Saturdays. Similarly, a desire to provide 24/7 internet access was dropped for a variety of included reasons in favor of more feasible alternative options to provide equitable access to technology for all students.

Twelve letters from a variety of community sources are provided in support of this application. Letters reflect a high level of respect for the districts efforts for continuous school improvement, innovation, and student achievement.

While the evidence of meaningful stakeholder involvement and support is clear, evidence of teacher support for the proposal, such as might be provided in the form of letters of support, was limited. Overall, this application ranks high in stakeholder engagement and support.

(B)(5) Analysis of needs and gaps (5 points)	5	5

(B)(5) Reviewer Comments:

Warren Township provides specific, detailed information from a variety of needs analysis studies carried out by a variety of stakeholders to evaluate instructional practices, student achievement, achievement gaps, and instructional technology. A table provided in section (B)(5) lists 5 needs assessment areas;

- Analysis of the district's 8-Step Process for Continuous Improvement
- Analysis of student achievement across all schools and grade levels
- analysis of achievement gaps
- Disaggregated data analysis
- Analysis of instructional technology

For each area, 3-5 primary findings are indicated that translate into school needs for implementing personalized learning environments and improving student achievement. These areas of need serve as the basis for the proposal and are addressed in detail throughout the plan. As a result, the analysis of needs and gaps section scores high.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	20

(C)(1) Reviewer Comments:

The plan developed by Warren Township is of an exceptional quality. Students will be provided many opportunities to personalize learning experiences that will help all students develop skills needed to be college and career ready. As a result of the developed plan, students will be provided a multitude of possible pathways to graduation.

While infusion of technology to support learning and personalization of learning experiences is a significant aspect of the grant,

the proposal also includes plans for dramatic changes in delivery of instruction. Focus on implementation of Indiana's Common Core Standards, development of meaningful learning experiences, mastery versus seat time, innovative learning experiences, student support, and extended learning experiences are all key components of this proposal.

Warren Township intends to personalize learning through use of effective technologies that will support blended and collaborative learning environments. Regularly scheduled formative assessments delivered in an online format will be used to inform instruction without delay, assisting students with goal setting and educators with instructional planning.

In an environment that is already robust with opportunities for real-world, authentic learning experiences that promote critical thinking and depth of thought, additional programs are planned. Outstanding opportunities will be further developed through the Walker Center to support career and technical training opportunities for students. Online course opportunities and dual enrollment will support the needs of students on all levels. Partnerships with outside entities are in place to ensure that delivery of these courses is of a high quality to support learning.

Warren Township has already developed, through its Walker Career Center, unique learning environments that promote student engagement, including innovative lab areas, a digital viewing room, a creative thought gallery, and a wireless lounge with laptops available for checkout, providing students optimal learning spaces for 21st century learning experiences. Warren Township intends to expand these supportive technology-rich learning spaces to three middle schools. They also will infuse technologies throughout the district's schools, including an emphasis of iPad deployment to the elementary and middle schools to extend and support personalized learning experiences at those levels.

Mechanisms for training and support for teachers, students, and parents are all present in the well-developed plan. This training will support students in understanding their own data, planning for the future, use of technologies, and in understanding online coursework expectations.

Warren Township has already developed many community-based partnerships to support student learning and school goals. The proposal calls for the development of additional partnerships to support authentic, real-world learning and career exploration through meaningful extended learning opportunities, the highlight of which is the opportunity for students to learn sports and media production skills.

This high-quality plan for student learning receives a high score.

(C)(2) Teaching and Leading (20 points)	20	20

(C)(2) Reviewer Comments:

Warren Township is clearly committed to providing high quality professional development to its staff members. Professional development plans include hiring outside contractors to train staff members, using leadership from within to share best practices, using turn-key training, and drawing upon community organizations for support and training. The ultimate goal of all professional development is clearly continuous school improvement as evidenced by measurable student growth. Plans exist for mentoring practices for both new teachers and new principals to ensure their success and effectiveness. Plans for regularly scheduled collaboration and training meetings further provide important support, guidance, and feedback to all teachers, supporting improved collective and individual practices. Established systems for professional dialog, mentoring, coaching, and professional development support teachers in adapting instruction to appeal to student needs and interests, while providing meaningful individual and collaborative learning experiences that require deep levels of thinking.

Formative online assessment practices provide teachers with immediate access to student performance relating to Indiana's Common Core Standards and school-based expectations. Teachers and administrators analyze data individually, in grade level and subject groups, and in larger data meetings led by principals. All of these meetings are geared toward identifying strengths and weaknesses in instructional practices as well as identifying student needs and interests. The daily 30-minute success period provides a fluid environment for which students may be assigned to teachers for temporary remediation, providing students small group support to develop content mastery. Students not identified for mastery may receive extended learning opportunities, resulting in a winning situation for all students.

Warren Township has developed an extensive teacher and principal evaluation system. The district is one of six sites in Indiana to pilot the new state evaluation system, which focuses on frequent classroom visits paired with feedback (at least once every 3 weeks), involving 5-10 minute walk-throughs, 10-20 minute summative evaluations, and two annual 30-60 minute summative evaluations. Each teacher will receive at least 16 observations each year by the school principal. Practices of principals are similarly evaluated by assistant superintendents. Evaluations result in highly-effective, effective, improvement necessary, and ineffective ratings. The process is focused on creating a collaborative culture focused on improvement of individual practices, resulting in system-wide improvement. Letters must be sent home to parents of students who have a teacher that scores ineffective and students may not have ineffective teachers two years in a row. Warren Township prides itself on recruiting from the best pool of teachers available. Partnerships with local teaching colleges give the district a unique opportunity in bringing the best and brightest candidates into classrooms as student teachers, providing the

schools a chance to evaluate potential candidates for teaching positions. The district also maintains a desirable working environment, resulting in a high level of commitment on the part of teachers to the Warren Township schools.

Warren Township scores very high in its commitment to teaching and leading.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	15

(D)(1) Reviewer Comments:

Warren Township has established a structure of governance that allows for autonomy of individual schools with guidance and support from the district's central office. Roles of educators and non-educators in the implementation plan are well-developed.

The progress of individual schools is monitored on a monthly basis via review of formative assessment data. Struggling schools receive additional support as needed to meet school needs. Assistant superintendents are out in school buildings on a daily basis, continuously monitoring the implementation efforts of principals. Principals are given sufficient autonomy however, to hire staff and manage budgeting practices at the school level. Principals work closely with leadership teams within their buildings to allow for flexible scheduling, plan activities aligned with parent and student needs, and analyze student data to inform decision making regarding professional development and instruction. A well-developed plan exists for collaboration and leadership development from within the schools.

Opportunities will be provided to students through credit recovery, online delivery methods, career and technical training, and innovative project-based work to earn credit based on mastery versus traditional seat time. While Warren Township schools strive to have all students participate in general education as much as possible, it is understood that some needs are best met through supports, accommodations, and small group or individualized lessons. Warren Township schools employ a variety of applications of adaptive technologies to support students. The district also provides support to English learners and their parents. English learning (EL) students in high school receive support through an EL resource study hall. The highest need students receive individualized instruction by certified/EL endorsement teachers. Bilingual staff and after-school tutoring are also available to support EL students. Parents are offered English language courses through the Walker Career Center.

Given the well-defined policies, practices, and rules established by Warren Township, this section rates high.

	Available	Score
(D)(2) LEA and school infrastructure (10 points)	10	10

(D)(2) Reviewer Comments:

The infrastructure that exists, paired with the established plans laid out in the grant proposal will ensure that all students in Warren Township schools, their parents, educators, and other stakeholders have access to high quality content, tools, and learning resources to support proposal implementation. The proposed implementation of iPads, increased and improved online and blended content delivery, extended day programming, and career and technical education opportunities available to all students will allow for the establishment of personalized learning environments. Interoperable data systems provide access to valuable data by students, parents, and educators, providing for informed decision making and goal setting. Secure electronic data systems through both the state, school district, and a community foundation are used to make a variety of data available to stakeholders, including current course data, IEP information, summative evaluation data from state level testing, and formative assessment data.

To ensure access at home, students will be provided laptops with 4G cards enabling internet access as needed for online coursework. Four schools will also operate with extended hours, enabling internet access in the evenings and on Saturdays at these designated schools to all students. Students identified as in need of support will receive parent contact to promote involvement of these students in opportunities for tutoring and support during these extended day opportunities.

Warren Township has well-developed infrastructure that will be built upon to support the proposed plans and therefore scores high in this category.

E. Continuous Improvement (30 total points)

	Available	Score

(E)(1) Continuous improvement process (15 points)	15	15

(E)(1) Reviewer Comments:

A comprehensive, coherent plan for continuous improvement is reflected throughout Warren Township's grant proposal. Implementation of the district's *8-Step Process for Continuous Improvement* lays a foundation to insure that;

- data is used to inform instruction
- instruction is paced to student needs (versus seat time)
- instructional practices are differentiated
- formative assessments provide opportunities for reflection and adjustment
- opportunities are provided for remediation and reassessment as well as enrichment
- periodic and cyclical review ensures that learning is not lost
- progress is continuously monitored

Progress is monitored on all levels, from students, parents, and teachers, through building administration, to central office staff. All parts are geared to work together to ensure success.

An external evaluator, (not required) will review outcomes and practices to evaluate progress and ensure that practices, goals, and performances are aligned. The evaluator will provide ongoing formative feedback, also supporting continuous improvement.

The superintendent will routinely keep the Board of Education informed of progress, including semi-annual presentations by the external evaluator and project manager. Annual reports will be publicized and shared at Board of Education meetings. Reports will be posted on the district website, making them accessible to all stakeholders. The established transparency in operations of the district further supports the availability of information to the public.

The district's commitment to and established plan for continuous improvement have already been demonstrated and are well-defined for the implementation of this proposal. Warren Township's high degree of commitment and planning efforts for continuous improvement result in a high score for the continuous improvement process.

(E)(2) Ongoing communication and engagement (5 points)	5	5

(E)(2) Reviewer Comments:

A well-developed plan has been laid out for ongoing communication and engagement. Monthly formative assessments, followed by data meetings and planning involving internal stakeholders will inform school practices. Monthly project updates will be presented at public board meetings, the content of which is publicly available. Additionally, stakeholder interviews will provide ongoing and timely feedback from stakeholders. Meetings of school based teams involving a variety of stakeholders, including parents, will be involved in discussions and decisions at the school level. Students will communicate with teachers, counselors, and principals to develop goals and evaluate individual progress toward established goals. Data sources provide timely information to all stakeholders, including students and parents.

Warren Township's proposal presents a well-developed plan for communicating progress at the individual, school, and district levels. This proposal therefore rates high in ongoing communication and engagement.

(E)(3) Performance measures (5 points)	5	5

(E)(3) Reviewer Comments:

Warren Township schools have established ambitious goals across the board for improved performance as well as college- and career-readiness. Several performance measures will be tracked to provide timely, formative information. Performance measure related goals include;

- improving graduation rates
- improving performances on summative assessments across all grade levels
- reducing suspensions and expulsions
- increasing numbers of students enrolled in dual credit options
- increasing number of students in online coursework supportive of remediation and acceleration
- reducing achievement gaps
- increasing the number of students that graduate college- and career-ready
- increasing student access to effective and highly effective teachers

A rationale is provided for each listed measure to be tracked annually providing timely, formative information regarding successes and concerns. Data will be used to inform instructional practices and determine appropriate interventions, including

support to struggling students, as appropriate.

Warren Township has identified measurable, achievable, ambitious performance goals. Rationale for and use of resulting data to provide rigorous, timely and formative information to identify successes and concerns is well-established. The measures selected will provide sufficient data to gauge progress and effectiveness over time.

Warren Township therefore ranks high in the performance measures category.

(E)(4) Evaluating effectiveness of investments (5 points)	5	5

(E)(4) Reviewer Comments:

Plans for continuous evaluation of program effectiveness are evident throughout the proposal. The district's experience with implementation of the *8-Step Process for Continuous Improvement* is indicative of a culture of data-driven instruction already in place. The district has thorough plans for frequent gathering of data, followed by analysis and planning. This is an ongoing process that will impact the effectiveness of the grant implementation as a whole as well for individual schools, teachers, and students. Data is readily available to all stakeholders for evaluating progress on all levels. Processes are in place for regular meetings of a variety of teams involving all stakeholders. School and district leaders make a point of being present in classrooms and schools, observing the effectiveness of the plan first hand, making recommendations for improvement and acknowledging successes as appropriate. Relationships have been developed with community partners, including one foundation that is providing secure data storage and access for stakeholders. Through this partnership, training will be provided to teachers, enabling them to help students access and use personal data for informed decision making and goal setting. An external evaluator, though not required, will be hired to objectively evaluate program effectiveness, providing helpful data to the district, enabling the district to make informed decisions to support increased effectiveness of the proposed plan.

Given the evident nature of the district's experience with constant evaluation for continuous improvement paired with the detailed plans for continuous improvement laid out in the proposal, Warren Township scores high in evaluating the effectiveness of investments.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10

(F)(1) Reviewer Comments:

Funds will not be used from other sources to support the proposal as indicated in the budget section of the proposal. It is suggested that for sustainability, Title I funds might be applied as well as other grant sources, including Indiana State Innovation Grants, and Title II(D) Technology Grants. Established community partnerships provide a great deal of support for data management, behavioral plan development and implementation, online and dual credit course options, and career and technical course offerings.

Warren Township focused heavily on one-time expenditures with applications that can be extended beyond the 4 year grant period with minimal continued financial impact upon the district. Much of the change is heavily focused in changing practices and culture in the school. Technology resources and initial implementation efforts are the most costly components, and are front-loaded in the budget proposal.

While outside sources of funding in support of the development and implementation of the proposal are to be identified, they are not required. Thoughtful, detailed budget information is provided, with rationale to support budget development. The nature of the proposal is such that long-term sustainability of the project seems very reasonable within the district's budgetary means. As a result, the proposal scores high for the budget for the project.

(F)(2) Sustainability of project goals (10 points)	10	10

(F)(2) Reviewer Comments:

The proposal focused on high-need, high-cost initiatives that were otherwise unaffordable by the district. Nearly all initiatives reliant upon hiring personnel were eliminated in early planning as a result of sustainability concerns. Initiatives focus heavily on hardware, professional development, and establishing systems to support online and dual enrollment opportunities. As a result, much of the budget involves one-time expenditures. Numbers of 4G cards to support online access by students were purposefully limited in favor of sustainability through the district's technology budget. Title I funds provide a likely means of

sustaining the extended learning opportunities, particularly Super Saturdays. Some support could be provided through enlisted volunteers.

The entrepreneurial activities of the Sports & Media Production program will provide funds to offset the salary of the manager of that program and will provide for ongoing equipment and maintenance costs.

The practices established as a result of implementing this grant seem highly sustainable following the grant period. The plan involved provides support and resources for dramatic changes in school practices that with effective implementation will produce a changed school culture, with long-lasting effects.

Due to the highly sustainable nature of the plans laid out in this proposal, this section scores high.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	10

Competitive Preference Priority Reviewer Comments:

Warren Township schools plan to collaborate with Community Hospital, Gallahue Mental Health Program, The Equity Project of Indiana University, and OASYS, a group of 63 retired individuals who serve as school volunteers. The purpose of the collaboration is to develop support for students with social, emotional, and behavioral needs. Analysis of student data led to surprising findings. District students are identified as emotionally disturbed at rates three-times higher than the state average. This is attributed to a lack of addressing behavioral problems in general education classrooms. Higher than average numbers of students are in a self-contained special educational setting due to insufficient support at home or in the classroom. Furthermore, numbers of students referred to principals' offices due to behavioral issues has increased, resulting in too many students being identified for suspension and expulsion.

Collectively, this information supports the development of a multi-tiered approach, similar to Response to Intervention (RtI), to providing emotional and behavioral supports. This new behavioral plan will be known as the *Positive Behavioral Interventions and Supports* system (PBIS).

Warren Township has a decade long history of working with Community hospital to make health and social services available to students and families of the community. This long-running partnership has a history of sustainability that is likely to continue. The costs involved with initial PBIS development and staff training are incorporated in this grant, making sustainability of resulting practices of negligible cost to the district.

Desired results include decreasing student suspensions and expulsions, increasing student performance on summative assessments for grades 3-10, improving classroom management procedures, and promoting culturally-responsive instructional practices. It is expected that decreased behavioral disruptions will improve the educational environment for all students through decreased disruptions. Decreased time out of classrooms will also support improved performance for students prone to behavioral problems.

The partnership has a well-developed plan that delineates responsibilities for plan activities, including PBIS development, professional development for school staff, progress monitoring, progress tracking, and re-alignment. The PBIS system will initially be implemented in schools, followed by outreach and training of parents and families.

Results will be measured for grades 3-10 via suspension and expulsion data, state test results, and end of course assessment data.

Warren Township ranks high in the Competitive Preference Priority for its innovative approach to integrating community partnerships to provide support to students and families in an area of high need, with the goal of improving educational outcomes for all students.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

Warren Township's proposal clearly addresses the four core educational assurance areas;

- Common Core Standards adoption promotes college and career readiness.
- Routine and methodical progress monitoring will inform educational practice and provide timely interventions to meet student needs.
- A commitment is evident to provide the best teachers and school leaders and to promote their effectiveness through training, an extensive performance evaluation process, and collaborative meetings.
- A focus on continual improvement will result in improvement of all schools.

Implementation of Indiana's Common Core Standards promotes college and career readiness. Routine and methodical progress monitoring will be achieved through formative online benchmark testing, and annual summative assessments. The formative assessment data will be particularly helpful in driving instructional decision making in real time due to the immediate availability of results. School partnerships with local universities bring the best student teachers into the district's schools, providing a pool of potential job candidates that have already begun to receive training in the district's schools. The district also demonstrates a commitment to professional development and collaborative relationships that develop teacher skills and effectiveness over time. The district also strives to make data-driven decision making a routine in its schools.

Warren Township schools already have many paths to graduation for students. The district plans to expand options through increased online and dual enrollment options, more career and technical education options, and extended learning opportunities. The school day also has an established success period, which allows for flexibly scheduling students for educational support or acceleration, guided by benchmark testing results. The overall plan provides multiple opportunities and options for student success that is tied to mastery of outcomes and objectives as opposed to seat time. Established goals set expectations for improvement of all students, with particular emphasis on narrowing existing achievement gaps. The plan also establishes a focus on students as individuals, as evidenced by plans for students to analyze data with educational professionals and their parents to develop personalized goals.

Teachers will be trained to improve student learning experiences through authentic, real-world projects and problem solving experiences that challenge students to think deeply. Additional professional development for teachers paired with careful hiring practices will ensure that students have only highly effective and effective teachers.

The Warren Township plan is clearly focused on meaningful learning experiences, student success, and college and career readiness. As a result of its high-quality, extensive plan, Warren Township meets Absolute Priority 1.

Total		210	209